THE
Dan Smoot Report

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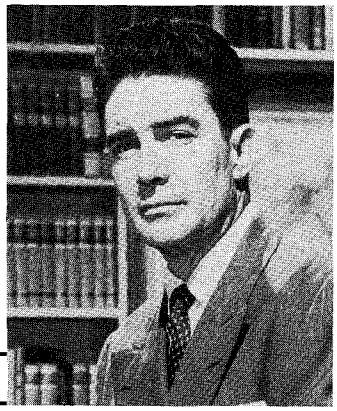

DAN SMOOT

COMMISSAR OR SCHOOL BOARD?

by *Ilanon Moon*

The lead editorial in The Dallas Times Herald, *July 18, 1962, said:*

"Despite defeat of Red China's bid for admission to the United Nations, pro-Red elements are bypassing the will of the UN membership to give the Chinese communists a voice in UN affairs.... Specifically, Red China... now may take part in discussions of the Conference for the Protection of Cultural Works During Wartime, which is sponsored by UNESCO. The United States, although a member of UN and UNESCO, is not a member of the Conference because it has not ratified the treaty setting it up.... [Another UNESCO treaty which the United States has not yet ratified] is the infamous Convention on Discrimination in Education."

September, 1962, is the month when our State Department is due to report to UNESCO on progress in getting the Senate to ratify the "infamous" UNESCO convention on education.

Hence, this issue of the Report, *written by Ilanon Moon, is especially timely. Mrs. Moon is a high school Latin teacher in Conroe, Texas.*

The United Nations Educational, Scientific and Cultural Organization (UNESCO), the National Education Association (NEA), the U. S. Office of Education, and the Department of State have distributed tons of printed matter which reveal their plan for America's children. Their plan is first to nationalize, and then internationalize, American schools.

TOWARDS WORLD UNDERSTANDING

One pertinent group of documents is called *Towards World Understanding.*

Towards World Understanding is a series of booklets published by UNESCO, the first one in 1949. The booklets bear the general title: *Towards World Understanding: A Series of UNESCO Publications for Teachers.* In addition to the general title, each booklet bears its own particular title.

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The booklets are reports on UNESCO "seminars," and are intended primarily to instruct teachers in the technique of destroying love-of-country among children, and of indoctrinating them with "world-mindedness" so that they can become "citizens of the world" — that is, to replace national patriotism with loyalty to a "world government" or "world society."

The title pages of these UNESCO booklets bear the notation:

"This pamphlet is in no way an official expression of the views of UNESCO."

But the text of the booklets belie the statement.

For example, the introduction to Volume V (whose specific title is: *In the Classroom with Children Under Thirteen Years of Age*) says:

"International seminars, or study conferences, have become one of UNESCO's most important educational activities. In 1948 three were held under the general title of 'Education for a World Society.'

"...The report will give readers some impression of the working method of a UNESCO Seminar. But the success of a seminar should not be judged solely by reports of this kind. The final test is the effect on the participants of living and working in an international community, and, through them, the effect on educational practice in the countries from which they come."

The foreword to Volume X (announcing that participants from twenty-three nations met at Montreal during the summer of 1950 for a UNESCO seminar on the teaching of geography, and that these "experts" spent six weeks "in an intensive study of the question") says:

"Among the appendices, one on the training of teachers has been included, in the belief that international understanding can be caught from, as well as taught by, internationally minded teachers."

The participants of the Seminar listed "four main purposes" in the teaching of geography. The fourth purpose (page 7) was "to provide a training in world citizenship."

On page 12 of booklet X, teachers are assured that:

"All children will be found to have some prejudices caused by the home or neighbourhood atmosphere....It is important for teachers, and other people responsible for bringing up and educating young people, to recognize that these prejudices exist and that where necessary they must be corrected and good attitudes developed or strengthened."

"Good attitudes," according to the *Towards World Understanding* series, are those which accept the one-world government envisioned by the United Nations.

How do teachers develop such attitudes? From the text of booklet X:

"With pre-university students, many teachers feel that it is important to give particular attention to the role of the United Nations and to other international agencies which are working for co-operation between countries. Obviously, this can be done in many school subjects, including geography.... Where possible teachers should link their geography lesson or their social studies course with references to the work of the United Nations....

"In these and other ways the teacher who has himself a broad world outlook will find many opportunities for influencing the attitudes of his pupils both in normal school lessons and in his personal contacts with them."

The "internationally-minded teacher" must use "activity methods" which involve the emotions of the children in learning the "good attitudes" of one-world citizens.

From page 64 of booklet X:

"Not only does their use [of activity methods] bring reality to the lessons, but it also helps to engage the child's emotional participation in what he is learning. Without such participation the pupils may, at the end of

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their school life, answer an examination paper in a way which would delight an internationally-minded teacher, but their own personal attitudes, which will influence their actions in adult life, may have remained unaffected."

"Emotional participation!" This is the key to *Towards World Understanding*. A thinking population will reject world government. The American child, therefore, must be taught to feel, not to think!

From page 35 of booklet VI:

"The satisfaction of the child's basic psychological needs in his early family life is the most certain means of ensuring good personality development and of laying the foundation for world citizenship."

Prom page 30 of booklet XI:

"The understanding of institutions, of the needs for their existence and of the purposes they serve, has to go beyond those which are national, because the essential needs — food, trade, defence, health, well-being, security — can now be met only with the help of international organizations such as the United Nations."

Obviously, American children are to be taught that the United Nations, not the United States, will provide them "food, trade, defence, health, well-being, and security."

In the early 1950's, so many citizens were protesting UNESCO's one-world propaganda that the State Department sent out printed form-rebuttals, defending UNESCO and declaring it free from all world-empire ambitions. In 1952, the Senate Appropriations Committee induced Congress to enact a law forbidding the spending of American money on any organization which advocates one-world government. That law is attached every year as a rider to the State Department's appropriation Bill.

It is, therefore, illegal for American tax money to be spent on UNESCO; but it is still being spent.

THE CONVENTION AGAINST DISCRIMINATION IN EDUCATION

The one-world propaganda of the 1950's (spearheaded by the UNESCO Towards World Understanding books) was, apparently, so successful in brainwashing people in the United States, that, by 1960, the State Department, the U. S. Office of Education, the NEA, and UNESCO felt the nation was ready for overt *action* to take over American schools.

The first step was a fantastically intensified drive for general, comprehensive "federal aid to education." Fifty different school systems in fifty different states might be difficult to handle, but a unified (nationalized) system, under central control of the Washington bureaucracy would be easy for the United Nations to absorb, because, indeed, the Washington bureaucracy is a prime manipulator in the scheme to subject our educational system to international authority. The quickest and surest way to unify our school systems and transfer control to Washington is to make the school systems financially dependent on Washington.

The next step was an international agreement which would "obligate" the United States to surrender control of its schools to international authority.

In November, 1960, the 11th Session of the General Conference of UNESCO convened at Paris to prepare an international treaty outlawing "discrimination" in education.

When the UNESCO conference ended on December 13, 1960, it had written a "Draft Convention Against Discrimination in Education," to be submitted to all members of the United Nations for ratification as a treaty, binding the ratifying nations to reorganize and direct their educational institutions in compliance with the terms of the treaty.

The Convention Against Discrimination in Education says its purpose is,

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". . . not only to proscribe any form of discrimination in education but also to promote equality of opportunity and treatment for all in education."

Article I of the treaty defines discrimination in education:

"Discrimination includes any distinction, exclusion, limitation or preference which, being based on race, color, sex, language, religion, political or other opinion, national or social origin, economic condition or birth, has the purpose or effect of nullifying or impairing equality of treatment in education."

That takes care of everybody everywhere!

And UNESCO wants no mistake made about what education is:

". . . the term 'education' refers to all types and levels of education, and includes access to education, the standard and quality of education, and the conditions under which it is given."

That takes care of school! Everybody from the Superintendent to the Janitor and everything from the University curriculum to the boys' rest room will be under complete control of the United Nations commissar.

Article II of the treaty announces that UNESCO will permit private, religious, and parochial schools to exist *if* they meet the proper requirements.

Religious schools, it says,

". . . shall not be deemed to constitute discrimination if participation in such systems or attendance at such institutions is optional and if the education provided conforms to the standards for education of the same level laid down or approved by the competent authorities."

Private educational institutions, the treaty states,

". . . shall not be deemed to constitute discrimination if the object of the institutions is not to secure the exclusion of any group but to provide educational facilities in addition to those provided by the public authorities, if they are conducted in accordance with that object, and if the education provided conforms to the standards laid down or approved by the competent authorities."

Note the "if's."

Those "if's" put private, religious, and parochial schools (in addition to public schools) under tight control of the United Nations.

Who are the "competent authorities" to decide whether private, religious, and parochial schools are meeting the standards of the United Nations? UNESCO commissars, of course!

UNESCO commissars will dictate to every school what the United Nations wants the children to know, how and by whom the teaching shall be performed, and the books that shall be used.

If UNESCO commissars disapprove of procedure or instruction in a school, the administrators, teachers, and parents can all be taken into the United Nations' World Court for trial before that Court's Polish Communist President. For — note well — *The Convention Against Discrimination in Education* defines the rights of *individuals*. Article I consistently uses the word "person." Not the school as an institution, but individual administrators, teachers, and parents will be accountable to UNESCO commissars and the World Court for indoctrinating our children in "world citizenship."

The State Department asserts that the only motive of the UNESCO Convention is to "provide equal educational opportunities" for all children of all countries in all the world.

Obviously, if educational opportunities are to be equal among all peoples of the world, funds for that purpose must be divided equally among all nations. There are now 104 nations in the United Nations. The United States pays about a third of the expenses of the organization. Under UNESCO's treaty, therefore, the United States would pay one-third of the

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world's education bill and receive less than one-one-hundredth of the "benefits."

If the internationalists can pull American educational standards down to the approximate level of those now existing in the Congo, they will have achieved their desired equality of educational opportunities.

It does seem incredible that American officials could be conspirators in an international plot to surrender control of our schools to the United Nations. But facts are facts.

If you write the State Department about the UNESCO *Convention Against Discrimination in Education*, you will probably get a reply which says, among other things:

"The United States has not acceded to the Convention. It has not been submitted to the Senate for advice and consent to ratification nor has the Department of State ever intended to seek ratification."

Strange, that the U. S. taxpayer should be spending millions of dollars in salaries to Federal employees who have nothing to do but attend UNESCO treaty-drafting sessions and sign treaties which they never intend to present for ratification! If these employees had no intention of presenting the treaty for ratification, why did they deceive those other countries by voting for it at the 1960 General Conference?

The State Department's disclaimer of support for the UNESCO Convention is dishonest, but it does reflect the power and importance of an expressed public opinion in the United States. There has been such a public outcry against the proposed Treaty on education that Washington officialdom is hedging — and awaiting a more propitious moment to complete the scheme.

Somewhere in the State Department the UNESCO *Convention Against Discrimination in Education* lies in a drawer, awaiting the time when the Department, and the National Education Association, and the Office of Education think the American people have lost interest. Then the thing can be eased out and presented to the Senate for ratification.

Or, the State Department could use the more deceptive technique of asking for congressional approval of the *Recommendation Against Discrimination in Education*. The *Recommendation* is virtually identical with the *Convention*. It is a dishonest device to trap a nation (particularly the United States) whose people might object to their government signing a *treaty* which would deliver control over their schools to UNESCO. The *Recommendation* (which Congress could approve with a Joint Resolution passed by simple majority vote of both Houses) is not supposed to have the binding force of the *Convention*.

But every American familiar with our State Department knows better. If Congress should approve a *Recommendation* that our schools be operated in accordance with provisions of the UNESCO *Convention Against Discrimination in Education*, we would then be whipsawed by State Department propaganda to surrender control of our schools to UNESCO — just as effectively as if the Senate had ratified the UNESCO Convention, making it "supreme law of the land."

If the *Convention* is ratified or the *Recommendation* adopted, the schools of the United States will automatically be nationalized and internationalized. We shall no longer need the local School Board. Our state offices of education will become branch offices of the Federal Education Agency in Washington which will be under direct control of UNESCO in Paris. The Commissar from Washington, under the direction of the United Nations, will control all American schools.

American citizens have clearly shown their aversion to nationalized education by their protests against federal aid to schools. But the President does not have to come begging Con-

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gress and the people to give him control of American schools. All he has to do is to induce the Senate to ratify *The Convention Against Discrimination in Education* or coerce the House and Senate into a Joint Resolution adopting the *Recommendation.*

Making education the subject of a treaty takes it forever out of local control and places it in the realm of international politics where the people cannot touch it.

Under UNESCO's *Constitution and Rules of Procedure,* the United States Government is required to submit a complete report to UNESCO this month (September, 1962) on the progress made in behalf of the *Convention* and the *Recommendation Against Discrimination in Education.* That report must state exactly what has been done in the United States toward submitting the *Convention* or the *Recommendation* "to the proper authority or authorities." It must state whether these authorities have "taken any steps to give effect to the *Convention* or the *Recommendation,*" and "the nature" of such steps.

If popular protest prevents the treaty's being presented to Congress this year, there is always next year — and the next. As long as we belong to the United Nations that treaty can remain in the State Department ready for acceptance by our Government.

Hence, our only real and effective protection against surrender of our educational system to international control is total withdrawal of the United States from membership in all United Nations organizations. Don't just write your representatives in Washington asking them to oppose the *Convention* or *Recommendation Against Discrimination in Education.* Tell them — and keep on telling them — that the public wants the United States to get out of the United Nations. And by your voting, show the politicians that you mean what you say.

FEDERAL EDUCATION AGENCY

The State Department has tried to allay public opposition to the UNESCO education treaty by publishing a formal rebuttal of criticism made against it. The Department's rebuttal says:

"There is absolutely no connection between UNESCO and the purely domestic issue of Federal aid to education."

But if there is no connection between them, how do we account for *A Federal Education Agency for the Future* issued by the Committee on the Mission and Organization of the U. S. Office of Education?

The *Convention* and the *Recommendation Against Discrimination in Education* were adopted by UNESCO in December, 1960. *A Federal Education Agency for the Future* was published in April, 1961.

In a speech on the floor of the House, July 18, 1961, United States Representative John M. Ashbrook (Republican, Ohio), said of this official booklet issued by the U. S. Office of Education:

"This report indicates beyond a shadow of a doubt that the Federal bureaucracy does have a plan for Federal control of education."

Actually, *A Federal Education Agency for the Future* reveals that the national phase of the control of our schools is only a preliminary to the larger plan of international control of education. *A Federal Education Agency for the Future* appears, indeed, to be merely the national implementation of Article 4 of *The Convention Against Discrimination in Education.*

Hanna Saba, Legal Adviser of UNESCO (writing in the *UNESCO Chronicle*) says of Articles 4, 6, and 7 of the UNESCO treaty:

"This body of provisions indicates a determination to carry out continuous action on both the national and international levels."

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Such statements from UNESCO's legal adviser, give real significance to the following quotations from *A Federal Education Agency for the Future:*

"...the Committee recommends that a Bureau of International Education be established...."

"The next decade will bring closer and multiple relationships with Ministries of Education abroad and international organizations such as UNESCO...."

"The Federal Government must be prepared in the coming decade not only to continue and, where appropriate, expand existing programs of aid to education; it must also develop new avenues of assistance and patterns of educational leadership.... In the area of international educational cooperation, in particular, it must play the major role, since only the Federal Government can enter into agreements with other governments."

A Federal Education Agency for the Future reveals that the bureaucrats envision a vast propaganda machine manufacturing public opinion in favor of an international school system. All communications media, say the bureaucrats, "including films and television, must be brought to bear in support of the Agency's efforts in the years ahead."

You can get this official blue-print for the nationalization and internationalization of our schools by sending twenty-five cents to the Superintendent of Documents, Government Printing Office, Washington, D. C., and asking for the *Congressional Record* of July 18, 1961.

A HISTORY OF THE SCIENTIFIC AND CULTURAL DEVELOPMENT OF MANKIND

A one-world school requires a one-world history, and UNESCO has been taking care of that too. Their history, *A History of the Scientific and Cultural Development of Mankind,* has been in preparation since the very inception of UNESCO. It was considered at their First General Conference in 1946.

The history will be six massive volumes purporting to narrate the history of the world from prehistoric times to 1955. According to Harper & Brothers, who are the U. S. publishers, Volume I "will not be published until the summer or fall of 1962."

Publication was to have begun in 1957, but it was delayed to await the contributions of the USSR, Czechoslovakia, Hungary, and Poland.

Florence Fowler Lyons says in her report of April 23, 1961:

"All the tax-supported power of the State Department and the U. S. National Commission for UNESCO ... will swing into full operation to protect and defend this UNESCO 'history' textbook, with deliberate lies and half-truths, as it did back in 1952 when exposure was made of the four of the world's leading atheists holding top editorship and other positions on the project."

And surely enough, the State Department has swung into action. In a formal statement defending the UNESCO history before it has been published, the State Department says:

"These publications are not designed for use as textbooks. They are particularly not suitable because of their scholarly nature for use in primary and secondary schools."

But the UNESCO history is to be *rewritten* as textbooks for both high school and elementary grades. UNESCO Document 8C-PRG-7 says:

"... the textbooks based on the main work are to be prepared under UNESCO's supervision in order to ensure that they are absolutely faithful to the original text."

The State Department also says of the proposed UNESCO history:

"The history is being prepared under the guidance and direction of an International Commission, a representative international body established by UNESCO. The statement

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that this body is communist-controlled is entirely without foundation."

Just how many communists and what proportion of policy positions held by communists would it take for the State Department to consider the history project "communist-controlled"?

UNESCO Document 9C-PRG-9 names A. A. Zborikine, of the USSR as a vice-president of the "Commission." It also names twenty-four other communists of Hungary, Czechoslovakia, Poland, and the Soviet Union serving as commission members, consultants, or corresponding members; and the official list of 1960 looks like a roster of the world communist elite.

American and English representatives on the project are naturally those who would be expected to collaborate with that roster. John K. Fairbank, Arthur Schlesinger, Jr., and Bertrand Russell are fair samples.

OUR CHOICE

When the first volume of *A History of the Scientific and Cultural Development of Mankind* comes off the press, it will receive all the favorable publicity and extravagant praise that the Advertising Council can devise.

No defender of freedom of the press would want to suppress the publication of this book, but every citizen who values the soul of America should demand of Congress a full-scale investigation and exposure of the forces and persons behind *A History of the Scientific and Cultural Development of Mankind*. United States law requires that poison shall be labelled.

For years, the unlabelled poison pouring from UNESCO, from the National Education Association, and from the U. S. Office of Education has been intended to blind Americans to the plan for a one-world school system dominated by communists.

The Commissars are ready to oust your School Board and move in.

If you prefer the School Board to the Commissar, you will have to act. Only you, who constitute the American public, can stop the commissars.

WHO IS DAN SMOOT?

Dan Smoot was born in Missouri. Reared in Texas, he attended SMU in Dallas, taking BA and MA degrees from that university in 1938 and 1940.

In 1941, he joined the faculty at Harvard as a Teaching Fellow in English, doing graduate work for the degree of Doctor of Philosophy in the field of American Civilization.

In 1942, he took leave of absence from Harvard in order to join the FBI. At the close of the war, he stayed in the FBI, rather than return to Harvard.

He worked as an FBI Agent in all parts of the nation, handling all kinds of assignments. But for three and a half years, he worked exclusively on communist investigations in the industrial midwest. For two years following that, he was on FBI headquarters staff in Washington, as an Administrative Assistant to J. Edgar Hoover.

After nine and a half years in the FBI, Smoot resigned to help start the Facts Forum movement in Dallas. As the radio and television commentator for Facts Forum, Smoot, for almost four years spoke to a national audience giving both sides of great controversial issues.

In July, 1955, he resigned and started his own independent program, in order to give only one side — the side that uses fundamental American principles as a yardstick for measuring all important issues.

If you believe that Dan Smoot is providing effective tools for those who want to think and talk and write on the side of freedom, you can help immensely by subscribing, and encouraging others to subscribe, to *The Dan Smoot Report.*

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